DISCIPLINE AUDIT
EXECUTIVE SUMMARY SALISBURY SS
DATE OF AUDIT: 26 MAY 2014

Background:
Salisbury SS is located 12 kilometres south of Brisbane’s central business district in the Metropolitan education region and has a current enrolment of 247 students from Prep to Year 7. The Principal, Mary Heneghan, was appointed in January 2014.

Commendations:
- The school has four behaviour expectations of Care for Self, Care for Others, Care for Learning and Care for Property which are enacted across the school and are evident in the School Wide Expectations Teaching Matrix. These expectations are highly visible, continually communicated and are evident in the behaviour of most students.
- The school also implements a Social Skills and intervention program to enhance the implementation of the Responsible Behaviour Plan for Students (RBPS).
- The Leadership Team is implementing the RBPS by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- Teaching staff use a wide variety of strategies to reward and acknowledge students for following the school rules and displaying appropriate behaviours.
- Professional development opportunities focussing on behaviour management are evident in staff members’ professional development and performance plans. The Principal, Parents and Citizens’ Association (P&C) President and two classroom teachers have begun the student wellbeing modules provided by personnel from KidsMatter.
- Students are well aware of behaviour expectations and consequences of inappropriate behaviour.

Affirmations:
- The school environment reflects a sense of belonging and pride that is evident across all areas of this learning community.
- The school is well supported by parents and volunteers as well as local businesses, churches and clubs.
- Students have the opportunity to participate in choir and instrumental music classes.
- Student behaviour is of a high standard and adopted strategies are working successfully. A school Chaplain and Guidance Officer, along with personnel from the Regional Behaviour Support Team, provide assistance and programs in the areas of self-esteem, friendships and help for parents.
- Student leadership is valued within the school with students taking active roles in assemblies, community celebrations and school based activities.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review attendance protocols to ensure that the Every Day Counts strategy is effectively enacted.
- Provide opportunities to engage the full range of parent and community representatives in information sessions on the school’s approach to behaviour management and program development as new topics arise.
- Strengthen connections with local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition of students into Junior Secondary.
- Review the data collection process and data plan to ensure that academic, diagnostic, attendance and behaviour incidents are recorded in OneSchool in order to allow a full analysis of the data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.